

Handout 4.3

The Supportive PLC

Sensing and Feeling (SF)

Teacher strengths include handling details, working one-on-one with students, creating a respectful classroom atmosphere, and implementing curriculum and day-to-day classroom routines.

- SFs want leaders who meet their needs for encouragement, clear goals, and concrete tasks. They take student progress personally and assume that deviations from perfect results are their own fault.
- They want on-the-job help. They want leaders who show them what is going right and make concrete suggestions to fix molehills that seem like mountains because of their conscientiousness.
- Too many new strategies or initiatives can overwhelm SFs. They thrive when PLCs concentrate on one change at a time and provide methods to document progress. Leaders should keep the focus on the overall objective; otherwise, the teacher may get sidetracked by perfectionism over details.

Preferred PLC Activities

- *Learn-by-doing activities.* SF teachers would rather, for example, experience a text-based discussion than read or hear about how to do it. They learn to facilitate group work by participating in protocols. They get frustrated, though, if examples are too far removed from what they can envision using in their own classrooms.
- *Action research that reveals student engagement.* SF teachers see each child as an individual. Their interest in action research increases when assessments include student voices regarding learning or what makes school engaging.
- *Modeling or co-teaching.* SF teachers enjoy learning through collaboration. A second set of eyes can point out what is working well. Because things seldom go smoothly when introducing something to students for the first time, SF teachers may need an objective voice before they are willing to try it again.
- *Lesson planning.* SF teachers often enjoy brainstorming ideas with others. They may not see themselves as inherently creative, but a suggestion, or an example of what worked for another teacher, often jump-starts their ability to innovate.

Preferred Information

- *Data that tie to students they know.* Many SFs thrive on the detailed work of statistics. However, because numbers have little to do with people, a high percentage of those who prefer SF experience math anxiety. Leaders should summarize data or provide charts. Often, SFs find analyzing their own grade books or assessments compelling.
- *Stories and examples from peers who have used the strategy or technique.* SF teachers also respond to stories of specific students who experienced growth.
- *Specific, step-by-step instructions.* SF teachers appreciate opportunities to get all their questions answered.